S
371.9042
P11C1N
APR 1989
MONTANA

Montana State Library
3 0864 1006 1035 4

# Chapter 1 Newsletter

Vol. 6 No. 2 April 1989

## ADMINISTRATION

The ESEA Chapter 1 program is moving into its first full year of implementation of Public Law 100-297. As of July 1, 1989, Montana school districts that participate in the Chapter 1 program must be conversant with the new law and proposed regulations. Each school district that attended the annual spring workshop received a copy of the new law. The Chapter 1 office presented a workshop session which pointed out the differences between Public Law 97-35 and Public Law 100-297. The session was designed to assist the local projects so that they may better understand the changes in the program and what items or sections of the application will have to be changed.

Due to the full implementation of Public Law 100-297 for the 1989-90 school year, it was necessary for the Chapter 1 office to design a new application. You will notice the various changes in the format and content. In addition, there are other changes that will affect local projects. Montana will begin to use the ''first-in, first-out'' principle in our accounting procedures. This means the clerks will spend the 1989 carry-over first and then the 1990 allocation. In the cases where a school district has requested reallocated funds and the reallocated funds have been approved, the fiscal personnel of the school district will treat those funds as if they were carry-over. According to the accounting records kept at the district level and submitted to the Office of Public Instruction on a quarterly basis, carry-over funds will be spent first, then the reallocated funds and then last the current funds. This will necessitate that the program specialists be diligent when they approve reallocated funds for a school district in the future. A school district will have to be very careful and be able to document the actual need for those funds before the program specialists will grant approval for the reallocated monies. Each program specialist will be charged with the duty of looking closely at the previous spending records before approval of the request. Again, the reallocated funds will be limited for the 1989-90 school year.

Public Law 100-297 has changed the allocation procedure for states to some degree. As of the 1989-90 allocation of Chapter 1 funds, the state education agency (SEA) must separate and allocate Chapter 1 funds as four separate categories. The four categories are Basic Grants, Concentration Grants, Capital Expenses and Program Improvement. The funds will be allocated by the Office of Public Instruction and each school district will be notified of their allocation. The two categories of Basic Grants and Concentration Grants will be distributed as in the past through the Chapter 1 bulletin. Any school district that is eligible for a Capital Expenses allocation will be notified by the Chapter 1 office. Program Improvement funds will be distributed to those school districts who qualify based upon the achievement of their students.

Carry-over for the 1989-90 school year will be limited to the 25 percent level as in past years. Please keep in mind that this is the last year that 25 percent will be used to determine carry-over for the following program year. As of the 1990-91 program year, the carry-over figure will be lowered to 15 percent. This will make a difference to some school districts, so please plan accordingly. If you need assistance, contact your program specialist and obtain planning figures.

Allocations for the 1989-90 program year will guarantee each school district 85 percent of the 1988-89 allocation. In future years, the 85 percent figure will be based upon the Basic Grant amount only. Remember your 1989-90 bulletin amount will include Basic Grant and Concentration Grant amounts. If a school district wishes to know how much of their allocation is Basic Grant or Concentration Grant, contact your program specialist.

The Secretary's Initiative program is in the final process of selection. All school districts who were selected are currently going through civil rights clearance. The awards luncheon will be held on May 2, 1989, at the International Reading Association meeting in New Orleans, Louisiana. If possible, the new Secretary of Education or the new Assistant Secretary of Education for Elementary and Secondary Education will be the award presenter. Montana submitted five school districts' projects for consideration. The five projects submitted were: Great Falls Elementary, Kessler Elementary, Glendive Elementary Migrant Program, Yellowstone Education Center basic program and Yellowstone Education Center Neglected or Delinquent program. We wish all of them good luck and much success.

ST18789

## End of School Year Reminders

Evaluation—Due July 1, 1989
—Chapter 1 applications will not be considered until an acceptable evaluation has been received.
—Review evaluation for purposes of program improvement.
—Did the program meet the program objectives established for the year?

Budget amendments or revisions must be submitted to the Chapter 1 office by May 1, 1989.

Applications—Due four weeks prior to the beginning date of the project.
—The earliest approvable project beginning date is July 1, 1989. Chapter 1 funds may not be obligated or expended prior to the project beginning date. If you wish to order equipment or supplies during the summer, make sure your application has been approved and that your project beginning date is prior to any obligation or expenditure of Chapter 1 funds.

Final Records and Refunds—Due after the close of the project.
—Any cash on hand remaining in your Chapter 1 account must be refunded.
—Unused Chapter 1 funds may be carried over to the following year—maximum 25 percent carryover.
—If applying for reallocated funds, the fiscal records and refunds must be in the Office of Public Instruction and postmarked no later than July 31, 1989.

Reallocated Applications—Due in the Office of Public Instruction and postmarked no later than July 31, 1989.
—In order to qualify for the first go-round of reallocated funds, your application, evaluation, fiscal records and refund, and reallocated application must all be in the Office of Public Instruction and postmarked no later than July 31, 1989.

Fall Workshop—October 4-6, 1989
—Make plans for the fall workshop.
—You may want to make lodging reservations before school is out. **DO NOT** make deposits from this year's project funds.

Needs Assessment
—Complete annual needs assessment for applications and program planning purposes.
—Things to consider when planning next year's program:
- Students' needs
- Funding available
- Staff available
- Result of program evaluation
- Scheduling of Chapter 1

—Complete surveys of parents, students and staff.

Student Selection
—Complete preliminary student selection list to be used for program planning, scheduling and completing the proposed participation chart which is part of the application.

Replacement Classes
—Identify students to be placed in replacement class.
—Schedule and staff according to need.
—Develop curriculum for replacement students.
—Make sure replacement classes are within the guidelines established in the application.
—All replacement classes must be approved in the application.

Parent Involvement
—This is a good time to notify parents of placement of their child in Chapter 1.
—This is a good time to hold the annual parent meeting and gather parent input into program planning and completion of the Chapter 1 application.
—Consider involving parents in summer reinforcement of their children's school instruction.

## The Montana Writing Project

The Montana Writing Project (MWP) trains teacher-consultants to conduct writing and curriculum inservice programs for teachers and school districts throughout the state. The purpose of the MWP is to increase the effectiveness of the teaching and learning of writing at all levels of education in Montana.

The MWP is based upon the following principles:

* Teaching writing is the responsibility of all levels of education and all disciplines.
* The teacher is the key to the improvement of student writing.
* The teaching of writing can be improved by bringing together outstanding teachers from all levels and all disciplines and by having them share their expertise with other teachers.
* Teachers of writing must write.
* The best inservice programs on improving writing instruction and curriculum are conducted by teachers who are trained in the teaching of writing.

Since its beginning in 1978, the MWP has provided Montana schools with a cadre of trained teacher-consultants of writing. A complete list of MWP teacher-consultants is available from the project director.

The Montana Writing Project has two phases. The first is an intensive, four-week summer in residence institute followed by inservice activities conducted by teacher-consultants during the academic year. The activities are designed to promote and improve the teaching of writing in schools and districts. They also participate in follow-up activities such as assessing writing skills of Montana students, attending MWP programs and presenting sessions at professional meetings.

Any educator may apply to the Montana Writing Project. Applicants are encouraged to secure the endorsement of their school districts to support the MWP. School districts support the Project and their applicants by contributing the required program fee of $750 per participant.

For further information and applications, contact Dr. Beverly Ann Chin, Director, Montana Writing Project, Department of English, University of Montana, Missoula, MT 59812. She may also be reached at (406) 243-5231.

# Calling All Appleworks Users

Bob Shipek, educational computer specialist for the Great Falls Public Schools, will be conducting computer sessions during the ESEA Chapter 1 Fall Conference to be held in Helena on October 4-6, 1989. Participation is limited to one or two participants from each district. Prerequisites include a working knowledge of Appleworks, including word processing, spread sheet and data base. Participants must have an IEP design or idea.

Due to the prerequisites required for the session, participants must be preregistered. Registration will be on a first-come, first-served basis.

---

**Please return to the Office of Public Instruction by May 15, 1989.**

School District Name:_____

Chapter 1 staff interested in attending Apple Computer Session:

---

## Darby Class Takes on Newspaper Work

When teachers tried to encourage Darby Chapter 1 high school students to read more, it produced a writing project.

Chapter 1 teachers Linda Hazeltine and Kathy Vaughan were seeking a project to stimulate interest in reading skills and ended up with a staff of 20 students producing a school newspaper. "It's great," said senior Olin Yingling. "The best part is having people read it and tell you that you've done a good job."

The students in the class are all working to improve reading skills and, as the class got started last fall, they often used material from the local newspaper. One student pointed out that the school didn't have a newspaper and the idea of producing one grew from there. The newspaper is published according to holidays. There was a Halloween, Christmas and Valentine issue.

When Darby superintendent, Dale Huhtanen, read a letter to the editor by Nicole Ellis in the school newspaper about equalizing funding, he was so impressed that he sent a copy to the legislature as a student's opinion of the problem. Ellis's letter was read into the official record of the state congressional body.

The project has most of the class excited and busy, according to Hazeltine.

"When we started the reading improvement program three years ago, the kids would follow me down the hall to a classroom and hoped no one knew they were with me. Now, there are kids who try to get into the class. Our paper has made an enormous difference."

The students are responsible for content, layout and theme of the paper, which has earned high praise from staff and students alike. "All their skills have improved as it goes along," Hazeltine said. "They'll sit down and write without being prodded. They have the confidence to write now."

"I've doubled my grades with this class," Yingling said. "I'm doing lots of things on the computer I never tried before and it's helping all my other classes."

**Taken from the Ravalli Republic newspaper.**

## What Works?

Use a deck of regular playing cards. The ace is one. Remove the other face cards. Use to practice addition, multiplication or subtraction. Place a six in front of the deck. As each card is shown, it is multiplied by six. This gives practice in multiplying each number four times if the entire deck is used. The students find this more interesting than flash cards. It is suggested to the students that they also utilize this at home.

**Eleanor Struck**
**Chapter 1 Teacher**
**Sunnyside Elementary**
**Great Falls, Montana**

## What Works?

### Helping Kids Make Inferences

In the Chapter 1 program, students have a difficult time drawing conclusions and visualizing. This procedure seems to help students and they enjoy doing it.

Procedure: Reading a story and having pupils visualize the images helps to reinforce comprehension skills.

Each child folds a sheet of drawing paper in half. The child then opens the paper and folds it half again the other way. The child then numbers the boxes 1 to 4, then turns the paper over and numbers the boxes 5 to 8.

The teacher reads a story. At various points, the teacher will stop reading and the students will be asked to draw a picture based on images from the teacher's reading. Each student will need to think about what has been heard to help decide what to draw. The teacher can use any story from which a student can draw inferences. The main idea or character should be a mystery until the story's end.

When finished, go back to the beginning of the story and let the students discuss what they drew in box one. Discuss what words in the story produced the different images drawn in each square.

This activity guides students toward developing pictures during reading along with predicting story, main idea and ending.

**Adapted from Jenevie Sharknas,**
**"Instructor Magazine," March 1976 issue.**
**Jeanette Christianson**
**Chapter 1 Teacher**
**West Elementary**
**Great Falls, Montana**

## WANTED: Chapter 1 Success Stories

The Office of Public Instruction Chapter 1 staff recently received a request from Mary Jean LeTendre, U.S. Department of Education Chapter 1 Director, for success stories about Chapter 1 students. These should be short anecdotes about children for whom Chapter 1 services have been effective and have made a difference. Won't you share your success stories? They need not be typewritten: the Montana anecdotes will be typed in this office and sent to Ms. LeTendre. She would also like to receive photographs of Chapter 1 students and teachers as they participate in Chapter 1 learning activities. She will use the materials as she speaks to educators about Chapter 1. Please send stories and/or photographs to: Nancy Coopersmith, Office of Public Instruction, State Capitol, Helena, MT 59620.

## Chapter 1 Fall Conference

The ESEA Chapter 1 Fall Conference will be held at the Colonial Inn in Helena, October 4-6, 1989. The program will focus on instruction and program operation.

Superintendent of Public Instruction, Nancy Keenan will present the keynote address to Montana's Chapter 1 educators during the general session on Thursday.

Violet Kelley, Chapter 1 accountant, will present a federal programs accounting workshop for all those who have less than two years experience in Chapter 1 accounting. District personnel with Chapter 1 financial responsibilities are strongly encouraged to attend Vi's Wednesday afternoon session.

Other presentations will be conducted by personnel from Montana Chapter 1 programs, National Diffusion Network projects, the Chapter 1 Technical Assistance Center, educational publishing companies, Apple Computers, Carroll College and the Office of Public Instruction.

Some of the highlights of the conference will include: public domain copying session, reading, math and language arts workshops, administrative session, sessions for new Chapter 1 staff and publishers' displays.

The registration fee can be paid from 1989-90 project funds. The fee is to assist the Office of Public Instruction with the cost of facilities and other expenses of the conference.

## Migrant Summer Projects

The 1989 ESEA Chapter 1 Montana Migrant Education Program will operate at seven sites this summer during the months of June and July. Sidney, Glendive, Hysham, Hardin, Billings, Fromberg and Polson (East Slope Development, Inc.) will be the host districts for the program.

The summer program is eagerly anticipating increased cooperation with the Texas districts from which our children migrate. In fact, all of the teachers who work in the program recently attended an all-day inservice in Billings regarding the Texas Assessment of Minimum Skills or (TEAMS) test. Workshop presenters from the University of Texas Special Projects Staff covered aspects of their reading, language arts and math tests and familiarized Montana teachers with the curricular objectives that the tests cover. Texas students who come to Montana this summer will be met by teachers who have an understanding of their ''home base'' curriculum content and will be able to assist students with specific areas of deficiency in reading, math, or language arts.

Besides TEAMS remediation, the summer migrant program will provide career awareness training, computer literacy classes and oral language skill building. Children will also be given the nutritional and health support services which are a unique aspect of the ESEA Chapter 1 Migrant Program. Should you have any questions regarding the migrant program in Montana, please do not hesitate to contact the state migrant specialist, Angela Branz-Spall, at 444-2423.

## Program Improvement

Section 1021 of Public Law 100-297 presents a new component for Chapter 1 programs—program improvement. This section of the law links evaluation and program improvement and is designed to improve the quality and effectiveness of services provided to Chapter 1 students.

The evaluation results for each Chapter 1 building must be reviewed to measure the program's impact and to determine if program improvement is required. Program improvement is required when a building meets one or more of the following conditions:

* a zero or negative weighted Normal Curve Equivalent (NCE) gain aggregated across grade levels in one or more subject areas served by the Chapter 1 program;
* a zero or negative NCE average gain is made in 50 percent or more of the grade levels served in a Chapter 1 subject area; or
* the school fails to meet the district's criteria for substantial progress toward meeting the desired outcomes stated in the Chapter 1 application.

Buildings are to be identified for program improvement when the evaluation of the project is completed this spring. After the buildings have been identified, the school district must develop a plan for program improvement which will improve services to Chapter 1 children and will assist the district in meeting the objectives of the local Chapter 1 project. Districts may use the 1989-90 school year to develop the program improvement plans. The 1990-91 project or fall of 1990 would be the latest time the program improvement plans must be implemented. Program improvement implementation should begin as soon as possible.

Special funds for program improvement activities have been appropriated for local school districts who participate in program improvement, and the funds will be available after July 1, 1989. The Office of Public Instruction Chapter 1 staff will be available to assist with the planning and implementation of the new program requirements.

Program improvement is a major component of the new Chapter 1 law, and it is to become part of the evaluation process in every Chapter 1 project. Program improvement will enhance our abilities to provide appropriate activities. You will hear much more about this exciting component of Chapter 1 at the Chapter 1 Fall Conference in Helena.